

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Points Category	0 Points	1 Point	2 Points
<p>1.1 Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> Expectation for daily interaction with academic content is not clear, Or times for daily interactions are not defined 	<ul style="list-style-type: none"> Expectations for daily interaction with academic content is clear And times are defined for student interaction with academic content But it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday 	<ul style="list-style-type: none"> Expectation for daily interaction with academic content is clear And times are defined for student interaction with academic content And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> Expectation for daily interaction with academic content is clear: <i>The district included daily schedules for all grade-levels including PK, K-5, and Middle and High school. Each schedule included specific daily schedules with the allotted time increments for students to engage in a combination of asynchronous and synchronous learning. PK students will receive a total of 180 minutes of both asynchronous and synchronous instruction each day; K-5 students will receive 180+ minutes, and Middle and high school students will receive 240+ minutes of instruction each day. In addition to specific times and time increments for core content, the schedules also included time for community building, counselor guidance and intervention/enrichment.</i> And times are defined for student interaction with academic content: <i>The three separate schedules provided include specific times for each of the core academic blocks reading/ELA, math, science and social studies. Students will engage in asynchronous learning activities for these core content areas, utilising THL 3.0 in conjunction with campus instructional resources. Additionally, students will attend live, synchronous learning activities for community building, counselor guidance, and 1:1 or small group enrichment and intervention each day. In grades 3+, students will engage with instruction via departmentalized teachers who will serve as the point of contact for each specific subject area. Additionally, office hours will be provided before or after school for both students and parents needing assistance.</i> And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday: <i>It is clear that all grade levels (both at the elementary and secondary levels) have the opportunity to engage in a full day of academic content daily. The three different schedules provided by the district indicate that PK students will engage in 180 minutes of academic content each day; K-5 students will engage in 180+ minutes each day, and students in grades 6-12 will engage in 240+</i> 		

minutes each day. The total minutes includes both synchronous and asynchronous learning activities. Student groups can also get support during synchronous 1:1 and small group time and open office hours before and after school.

1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support

- Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support

- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
- **But** expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs)

- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
- **And** expectations and pre-planned times for teacher/student interactions are adequate for all students
- **And** expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

<p>Level of implementation: <u>2</u></p>	<p>Rationale:</p> <ul style="list-style-type: none">● Expectations and pre-planned times for teacher/student interactions are clear in the instructional schedule: <i>The schedules provided indicate that each student is offered multiple, various opportunities for teacher/student interaction. PK students are offered two opportunities each day (totaling 50 minutes) to interact with a teacher in community building and guidance counselling sessions. Elementary students are offered three different opportunities (totaling 90 minutes) minutes each for community building, small group or 1:1 instruction and guidance counseling. At the middle and high-school levels, students have 45 minutes each day to engage in teacher connection via office hours. Additionally, they have the opportunities to engage with campus counselors for additional one-on-one or small group support.</i>● And expectations and pre-planned times for teacher/student interactions are adequate for all students: <i>The district has clearly stated the expectations for pre-planned times for teacher/student interactions. These times are built into each schedule (PK, K-5, and 6-12) at least once per day, and multiple times each day for grades PK-5. The district states that teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings, and that at a minimum, students and teachers are expected to check-in at least once a day. Additionally, all students PK-5th grade are expected to attend the teacher-classroom connection each morning.</i>● And expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs: <i>In addition to the built in opportunities for all students to engage with teachers on a consistent basis, for students with disabilities, the district's plan indicates they will work with families to help minimize the barriers that these students may experience in a remote setting. They will provide additional means of engagement, provide differentiated content for students, provide more personalized learning, and provide more feedback (both affirming and corrective) to this student population.</i>
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Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
<p>2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are not named ● Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction 	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction ● But there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments 	<ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction ● And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● TEKS-aligned instructional materials and assessments are named: <i>Yes</i> ● And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction: <i>The district has clearly described what resources they will use (Texas Home Learning 3.0, TEKS Resource System, and other TEKS-based, state adopted instructional materials) and has also provided how they will use those those instructional materials to adapt them to asynchronous learning. To this end, as these materials are not typically delivered in an asynchronous environment, the district has described how they will use various tools (such as the Gap Implementation Tool from TRS) to address the learning gaps that may surface. They will use their virtual platforms (Google Classroom and Seesaw) to deliver these lessons asynchronously. They will also use the LMS for formative assessment, engaging students in daily feedback from teachers in this way, an evidence based practice adapted to the asynchronous environment. All instructional materials are research based and or being supported by trained educators who will adapt resources based on the rubrics in the TRR.</i> 		

	<ul style="list-style-type: none"> • And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments: <i>The district has accounted for synchronous and asynchronous instructional coherence by providing three models/options for students to access the learning. The asynchronous model utilizes the LMS system to ensure that continuity of instruction and assessment. The district has noted that students will be able to access the same learning content in either environment and will be able to move fluidly between environments if asynchronous learning expectations are maintained at home. The district has indicated methods for teachers to intervene and support students with individual needs through the LMS throughout the day, providing targeted intervention as needed as they would in a synchronous, in person environment.</i> 		
<p>2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> • It is unclear how instructional materials have been designed to support students with disabilities and ELs 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • But it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none">• Instructional materials include resources designed to support students with disabilities and ELs: <i>The district has listed that their instructional materials include resources for students with disabilities and ELs in the instructional materials graphic organizer. Some of these resources include gap identification, linguistic supports, etc.</i>• And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials: <i>The district notes that they will adhere to FAPE by delivering IEPs/ 504s with fidelity and also notes commitment to delivering lessons to support other learning needs by personalizing lessons, providing on-going affirmation and corrective feedback to students. The district notes teacher will utilize the LMS for ongoing feedback personalized to student needs and will also engage in weekly PLCs in order to best serve students with disabilities and ELs. Grades K-12 have designated time for 1-1 or small group support in their schedules.</i>
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Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p>3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> ● Expectations for daily student engagement is not defined ● Or there is not a clear system for tracking daily student engagement 	<ul style="list-style-type: none"> ● Expectations for daily student engagement is defined ● And there is a system for tracking daily student engagement ● But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else) 	<ul style="list-style-type: none"> ● Expectations for daily student engagement is defined ● And there is a system for tracking daily student engagement ● And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● Expectations for daily student engagement is defined: <i>The district indicates that students will engage with daily lessons and assignments through either SeeSaw or Google Classroom. Students will receive assignments and are expected to turn them in daily in order to receive attendance credit.</i> ● And there is a system for tracking daily student engagement: <i>The district will provide three different opportunities for students to engage with teachers on a daily basis - submission of daily activities, attendance in synchronous lessons, or daily direct contact with the teachers. Engagement will be tracked in Skyward (in addition to tracking student daily work in the district's LMS).</i> ● And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment: <i>Students participating in asynchronous instruction access the same materials with the same expected daily minutes devoted to lessons/activities as students in on-campus learning. A mixture of live sessions with teachers, counselors, etc., allow for direct support of students, and students access the same curricular resources as on-campus students through the LMS.</i> 		

<p>3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> ● There is not a clear system for tracking student academic progress ● Or there is not a clear system for providing regular feedback to students on progress 	<ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress ● And there is a clear system for providing feedback to students on progress ● But it is not clear that all students will receive regular (at least weekly) feedback on progress 	<ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress ● And there is a clear system for providing regular (at least weekly) feedback to all students on progress
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● There is a clear system for tracking student academic progress: <i>The district indicates that it will use an LMS (SeeSaw or Google Classroom) to track student progress through daily assignments and regular assessments that are a part of their instructional materials (TEKS Resource System and Texas Home Learning 3.0).</i> ● And there is a clear system for providing regular (at least weekly) feedback to all students on progress: <i>Students receive daily feedback on activities submitted through the LMS. In addition, students will receive 3-week progress reports and 6-week report cards. Teachers will also track contact with students through contact logs.</i> 		

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	0 Points	1 Point	2 Points
<p>4.1 Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction Or the professional development calendar does not include both initial and ongoing, job-embedded development opportunities 	<ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction And the professional development calendar includes both initial and ongoing, job-embedded development opportunities But it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials 	<ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction And the professional development calendar includes both initial and ongoing, job-embedded development opportunities And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction: <i>District administrators will participate in a series of professional learning opportunities such as excellence in Remote instructional Design a Remote School (provided by TEA) to develop a stronger understanding of remote learning. Additionally, they will receive support from ESC VII to plan for effective remote learning. The district has also provided learning opportunities during the summer months for all teachers designed on supporting a stronger remote learning environment.</i> And the professional development calendar includes both initial and ongoing, job-embedded development opportunities: <i>The district is providing initial training described above to support remote instruction. In addition, the district has planned for PLC time each week to be preserved for on-going development for teachers and staff in delivering both on-campus and remote instruction. HISD will restructure staff, work with other schools, and use a training of trainers model to provide training on various tools that integrate technology into the remote classroom. Furthermore, they will use THL 3.0 resources for continuing to offer staff development aligned with providing instruction in a remote learning environment.</i> And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials: <i>The district will provide ongoing support to teachers via structures such as observations, mentoring, coaching, examining student work and modeling. Furthermore, all teacher</i> 		

	<p><i>will be provided with material to support the highest leverage standards in each grade level. Using the TEKS Resource Gap tool, teachers will be able to identify students who need interventon/extenison and ensure surtndest receive the necessary support tye need. The district will use student data to inform practices and identify student learning needs.</i></p>		
<p>4.2 There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> ● There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction ● Or the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction) 	<ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction ● And the plan has reasonable expectations for family engagement/support of students ● But the plan does not include additional supports, training, and/or resources for families who may need additional support 	<ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction ● And the plan has reasonable expectations for family engagement/support of students ● And the plan includes additional supports, training, and/or resources for families who may need additional support
<p>Level of implementation: <u> 2 </u></p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● There is a plan for explicit communication for families specific to expectations for asynchronous instruction: <i>The district’s plan outlines how they will communicate to families regarding the expectations for asynchronous instruction. The plan for sharing these expectations include: beginning of the year small group meetings, and monthly learn and learns that will provide on-going support to parents for supporting remote learning. Additionally, the district palms to use Google classroom, Skyward, the LMS and email phone calls and customized websites to allow for ongoing communication to parents and families regarding the expectations for asynchronous instruction. Lastly, if a student transitions from on-campus learning to remote, there will be a virtual meeting to review the expectations of remote learning with both parents and students.</i> ● And the plan has reasonable expectations for family engagement/support of students: <i>The district expects that families support students in a variety of ways including establishing routines, assisting students in location of a space for learning, monitoring</i> 		

communication from the school, monitoring the completion of assignments, attending district trainings, and reaching out to teachers and administrators for additional support as needed. The district has also clearly outlined the expectations for students- such as establishing a daily routine, checking for assignments regularly, completing assignments, communicating with the school and attending live instruction in appropriate dress. These expectations are reasonable expectations for families to ensure students are able to engage in meaningful remote instruction.

- And the plan includes additional supports, training, and/or resources for families who may need additional support: *The district has created multiple supports and training opportunities for families. In addition to a restructured Meet the Teacher night (designed to provide families with small group learning stations to support and guide student learning), and monthly small group trainings for families (based on high-interest topics and parent suggestions), virtual transition meetings, the district ensures that individual teachers, the district technology department, the school counselor and the principal/assistant principal or curriculum director are available to support students and families if needs surface.*